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ABSTRACT

This document presents statements of the overall philosophy and mission of Delaware County Community College (Pennsylvania). In addition, it presents goal statements for the instructional program, the research program, the public service program, the academic support program (library and media services, museums and galleries, curriculum development, faculty development, and academic computing support), the student personnel services program, the institutional support program (executive management, financial management and operations, general administration and logistical services, administrative computing support, physical plant operations, public relations and development, and student records), and student recruitment and admissions. The document was developed using the National Center for College and University Planning process. (DC)

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LONG RANGE PLANNING DOCUMENT

DELAWARE COUNTY COMMUNITY COLLEGE

COLLEGE MISSION AND INSTITUTIONAL GOALS
1977-81

OCTOBER 1977
Management Systems,
Planning, & Research

Developed Using the National
Center for College and
University Planning Process

JC 770 521

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LONG RANGE PLANNING DOCUMENT

PART I

PHILOSOPHY AND MISSION

Philosophy

The Delaware County Community College is committed to the comprehensive community college philosophy of meeting the post-high school educational needs of the community it serves. Within this area of responsibility and available resources, the College is dedicated to the policy of providing educational opportunities that will permit the youth and adults of the area to enrich their lives, develop themselves personally, and advance their careers to the limit of their desires and capabilities.

The role of the College is to offer programs and services for which it is particularly capable. It seeks to complement, not duplicate unnecessarily, those offered by other community institutions and agencies.

Mission

The mission of Delaware County Community College is to offer educational programs and services which are comprehensive, accessible, flexible, and community-centered in order to enhance the development of our community and its residents.

Accessibility

In stating the goal of accessibility, the Board desires that the College be geographically, economically, socially, and educationally accessible to citizens of the community. Facilities are now and should continue to be conveniently located with respect to geographical and population centers of the area serviced, for a community college is an institution for commuters. The College should make every effort, in programs of financial assistance, to ensure that no applicant is denied admission to the College because of lack of funds. Educationally, the door of the College should be open to students with a wide diversity of backgrounds and abilities. Further diversity should be encouraged by making the College socially accessible to stimulate attendance by those who otherwise would not aspire to higher education.

Comprehensiveness

To be fully comprehensive means that the institution should be comprehensive in Instructional Programs, in Student Services, and in Educational Methods. In doing so, the College aims to be student-oriented rather than institution-oriented. To be comprehensive in programs is to provide a broad range of offerings in response to student and community needs. In addition, student services are comprehensive when they provide the individual student not only a range of service but an integrated program aimed at assisting each student toward increasing maturity and personal development in her/his collegiate years. Comprehensiveness in methods means that instruction should be presented in the most appropriate manner for the diversity of individuals and disciplines involved.

Recognizing that its Philosophy encourages the enrollment of people with differing abilities and objectives, the College will strive to offer a wide variety of curricula and courses. The College also recognizes that its basic Philosophy necessitates the inclusion of opportunities for experiences which will assist in the development of more broadly educated persons who have a better grasp of the interrelationship of knowledge fields, can think and express themselves more effectively, can make more relevant judgments and discrimi-

nate among values, and can make more appropriate applications of their knowledge. These opportunities to achieve commonly. accepted goals of a good general education will be provided to the students in all of their activities at the College throughout their total College experiences.

Once students have clarified their career direction, the College will attempt to help them create, where feasible, individually tailored curriculums from among those courses which the College offers. Recognizing that the process of education is a uniquely individual affair, the College should publish curricular patterns of courses only as guidelines to assist students in meeting minimum requirements in preparation for specific career objectives or the requirements of other institutions or agencies.

In striving to be comprehensive, the College should provide:

* Courses whose purpose is to provide basic skills and knowledge for students to enable them to qualify for admission to the other programs.(Basic Education)
* Courses of a remedial nature designed with the objective of helping students to qualify for admission to a College and University Parallel, an Occupational, or General program. (Developmental Education)
* General Education curricula of two years or less duration which are designed as discrete educational programs for students desiring additional education

beyond secondary school but not necessarily with a particular occupational orientation. (General Education)

* Occupational curricula of two years or less duration which are designed as discrete educational experiences for students preparing for immediate employment in an area of specialization, for which there is a community need and an employment potential, upon completion of the curricula. (Occupational Education)
* The first two years of college instruction for students planning to transfer to four-year colleges or universities to complete the requirements for a baccalaureate degree. (College and University Parallel Education)
* Opportunities for citizens of the community to enrich their lives; to increase their potentialities as wage earners, as creative beings, and social individuals; and to realize the importance of individual excellence. These opportunities are provided through all of the other educational programs offered by the College as well as through specifically-designed courses, seminars, lecture series, workshops, and other types of educational and cultural activities. (Community Service Education)

The College accepts a diverse population of applicants representing a wide spectrum of abilities, interests, ages, and socioeconomic backgrounds. Each of these students has a

broad span of unique characteristics that will affect her/his performance in and out of the college community. The College accepts responsibility for providing a structured student service program which has as its chief concern the overall growth and development of individual students.

These programs should include those which will help the students have a better understanding of self and others, both in the college community and in the larger society. First, students need to acquire positive and realistic conceptions of their own abilities in the world of higher learning and in the world at large. Second, students need to reach the point of being able to see the structure and interrelationships of knowledge so that they may begin the process of forming judgments. Third, they need to see the relevance of higher learning to the quality of their lives and to see life in relation to the new kinds of judgments they will make.

Concerning comprehensiveness in educational methods, the College accepts the responsibility for providing an instructional environment that is conducive to learning. This means the providing of appropriate physical facilities where faculty and students meet, the providing of learning resources to complement classroom experiences, and the organization of the instructional process so that it reflects the ways individuals learn best.

The College must develop a variety of methods to help students learn, encourage instructional innovation and accept its responsibility to provide ways to reach individual students.

Community-Centeredness

The third major goal is that the institution be truly community-centered. As a locally sponsored two-year college whose purpose is to meet community postsecondary needs, it is essential that these needs be defined and recognized, and two-way communication developed with the community. The College should be sensitive to the concerns of its many publics. The Board of Trustees, itself, as the representative of the Local Sponsor, should be the chief vehicle for coordinating communication with the Local Sponsor. Lay committees, to advise on curriculum development or liaison representatives from the sponsoring school districts, should facilitate communication. The College is obligated to the Local Sponsor to use wisely the resources provided. The ultimate goal of community-centeredness is the accountability of the College for carrying out the mission and charge given to it by its sponsor at the time of founding. Furthermore, the College should invite community involvement and interest and seek to become a community cultural center. Community use of the College facilities should be encouraged.

Flexibility

The goal of flexibility or adaptability should help to place a perspective on the College's role, particularly during any one period. Flexibility means that the College is a dynamic institution, which can truly adapt to changing needs, changing circumstances, changing aspirations. This implies a commitment to experimentation and innovation, but also to evaluation of the success of the projects carried out, with an understanding that some experiments may not be completely successful. The College should be committed to regularly evaluating present offerings in terms of need and effectiveness in addition to serving new needs. In fulfilling its educational mission and in aiming to be accessible, comprehensive, and community-centered, the College should be flexible in allocating its resources so that its institutional goals can be achieved in a planned program of emphasis and development.

PART II

GOAL STATEMENTS

1.0 INSTRUCTIONAL PROGRAM

Instructional programs and services of the College will be provided to enable the graduate to satisfy the following College competencies:

A graduate of DCCC can use the basic academic skills (reading, writing, speaking, and computational).

A graduate of DCCC has an awareness of self (needs, abilities, interests, values) and the relationship of self to others necessary for making value judgments for a satisfying and productive life.

A graduate of DCCC can understand and apply the meaning of career as a whole life endeavor to make career choices appropriate to her/his own needs, abilities, interests, values, and education.

A graduate of DCCC has the skill and understanding needed to pursue lifelong learning.

A graduate of DCCC can use the decision-making process to solve problems.

A graduate of DCCC can analyze the impact of arts and humanities on life in order to assess her/him self and her/his world from a cultural perspective.

A graduate of DCCC has the knowledge and skill necessary to analyze social and economic systems so that he/she can function effectively within them.

A graduate of DCCC comprehends the effects of science and technology in order to make intelligent judgments.

1.0 INSTRUCTIONAL PROGRAMS (cont.)

Expand evening and weekend programs by 15% of all programs offered by the College in a manner that will enable the evening or weekend student to obtain a degree.

Develop a philosophy of general education requirements and minimum competencies applicable to all College programs.

Eliminate course overlapping and course proliferation.

Specify learner competencies for all existing curricula and for 50% of the existing courses including learning objectives, activities, and criteria-referenced measurement.

Develop systematically, for 30% or more of existing courses, alternate teaching/learning strategies (e.g., computer assisted instruction, audio-tutorial) to accommodate individual student cognitive learning patterns.

Develop and implement alternate load formulas to provide for alternate modes of instruction and differentiated staffing while maintaining the current ratio of student credit hours per faculty.

Develop a long range schedule to enable full- and part-time students to know the sequencing of courses and time parameters needed to complete a degree or certificate.

Rewrite program and course descriptions in competency-based terms.

Infuse career education concepts through competencies in all courses.

Expand by 20% the non-degree, non-credit enrollment on- and off-campus.

Increase FTE student enrollment in the occupational curriculums to 40% of the total FTE.

2.0 RESEARCH PROGRAM

Develop an ongoing validation system for evaluation of existing programs consistent with the institutional PME Process.

3.0 PUBLIC SERVICE PROGRAM

Increase the awareness of the community regarding its future educational needs by focusing on a minimum of two major issues a year (e.g., energy conservation, health awareness, affirmative action).

Establish a comprehensive program of articulation with the high schools, vocational-technical schools, and other educational institutions in the community including intervisitation, coordiation of programs, and joint planning.

Provide 50% of the funds needed to support cultural programs.

Establish policy to clarify the relationship of the cultural affairs program to all other educational programs and activities as well as to the external community.

Provide a comprehensive cultural affairs program and facility to include provisions for college credit and non-credit experiences.

4.0 ACADEMIC SUPPORT PROGRAM

Implement new programs identified in a community needs survey that are consistent with the mission and within financial resources of the College.

Establish a system which will assure that all new curricula/courses will be adopted only if the curricula/courses have competencies specifying knowledge, skills, attitudes, and alternate learning activities to meet individual differences.

Assure that 75% of the FTE faculty will demonstrate proficiency in the use of College, curriculum and course competencies, learning objectives, and the measurement of learning outcomes.

Establish comprehensive guidelines for the selection, development, evaluation, and retention of faculty consistent with other goals.

Provide for the bi-annual review of the organization and policy of the instructional and student affairs area.

Identify the optimum ratio of academic support services to meet the needs of students and changing modes of instruction.

Develop a system for evaluation of new programs consistent with the institutional PME plan.

Establish and implement a policy on College Sponsored Experiential Learning which states the place of the experience in all programs.

5.0 STUDENT SERVICE PROGRAM

Establish a philosophy and implement a system of student advising and counseling that is accessible to all students.

Reduce negative student attrition by 50% in all curricula and courses.

Increase by 20% the number of full-time, part-time, and College Sponsored Experiential Learning placement opportunities.

Provide a balanced program of social, cultural, and leadership development through clubs, workshops, organizations, and credit experiences as indicated by student interest.

Provide a comprehensive athletic/recreational program and facility to include provision for College credit and non-credit experiences, intercollegiate, intramural, and recreational activities which will include participation by at least 25% of the College community.

6.0 INSTITUTIONAL SUPPORT PROGRAM

6.1 Executive Management

Conduct a comprehensive training program to improve the performance of all College personnel.

Develop an information network to supply the information required for planning and decision-making at all levels within the organization.

Implement ongoing evaluation processes to evaluate all programs, services, and personnel.

Implement a systematic community needs assessment process which will enable executive management to evaluate and respond to community needs.

Expand sponsorship to extend opportunities to all residents of the community on an equitable basis.

Maintain expenditures less than or equal to revenues and keep actual fiscal year operating cost increases per FTE student less than or equal to the higher education index.

Publish an updated policy manual and implement a system for continuous review and dissemination of policies and procedures for all levels of the institution.

Enroll at least 4420 FTE students in regular instruction and 375 FTE students in community services and volunteer instruction.

Integrate the National Center for College and University Planning process into the ongoing management activities of College personnel.

Obtain additional revenues from existing funding sources and develop new funding sources to meet institutional needs.

Incorporate an approved operating advisory system to assure the participation of all constituencies within the College.

Establish comprehensive guidelines and implement a process based on the guidelines for the selection, development, evaluation, and retention of administrative staff consistent with MBO performance standard program.

6.1 Executive Management (cont.)

All existing curricula will receive accreditation within three years unless exempted by the institution.

All new programs will receive accreditation within four years unless exempted by the institution.

Take whatever affirmative or remedial actions required to eliminate any discrimination on the basis of handicap which may be found to exist in programs and activities of the College.

6.2 Financial Management and Operations

Implement processes to increase cost effectiveness of College programs and services.

Implement an integrated computer-supported Business Information System.

6.3 General Administration and Logistical Services

Implement a centralized logistics operations systems to enable bulk purchases and storage operations.

Implement a coordinated word processing and records retention system.

Implement the Human Resources Development Plan for all College employees and potential employees.

6.4 Administrative Computing Support

Develop a system for revision or deletion of computer generated reports.

Provide the optimum level of administrative computer support services consistent with the priorities and resource levels approved by the Computer Policy Committee.

Encourage the optimum level of computer utilization by departments throughout the College.

Provide computing hardware which has at least a 90% reliability.

Conduct training in computer concepts and their management applications for at least one representative of each College unit.

Provide computer services with at least 85% reliability to users.

6.5 Physical Plant Operations

Implement a system for monitoring and evaluating use of existing facilities.

Implement a transition plan which will make campus facilities accessible to the handicapped, including structural modifications, if necessary, by June 30, 1980.

Establish a broad facilities planning process, identifying requirements through a careful evaluation of the facilities needs of proposed programs, including those in physical development and the cultural arts, as contrasted with the projected utilization of present resources, including main and ancillary facilities.

Implement processes to optimize conservation of energy.

6.7 Public Relations and Development

Plan and implement a fund raising campaign to raise 50% of funds required to provide facilities for physical development program.

Plan and implement a campaign to raise 50% of funds required to provide facilities for cultural activities.

Plan and implement a scholarship fund raising campaign to meet student financial needs.

Update all College publications to ensure that they reflect current College policy and educational philosophy.

Expand positive local press coverage of DCCC by at least 10% per year.

Develop and implement a College program of alumni relations including an Alumni Newsletter and periodic alumni events.

Expand the use of the Speaker's and Visitor's Bureaus by at least 10% per year in order to increase community awareness of DCCC's programs and services.

6.8 Student Records

Expand the capability of the existing student records system to effectively serve at least 6000 students in addition to community service students.

Refine and revise data collection methods to meet at least 80% of the student information needs identified by the planned information analysis.

8.0 STUDENT ACCESS PROGRAM

8.1 Student Recruitment and Admissions

Develop activities which stimulate College attendance by those who would not otherwise aspire to postsecondary education.

Develop activities which encourage a larger percentage of admissions applicants to apply early in order to take advantage of the full range of admissions services.

Coordinate all necessary achievement, placement, and interest testing of applicants.

Implement a program of career awareness assessment as an integral part of the admissions process.

Identify the long range financial aid needs of students in order to provide direction to the development efforts.

Monitor and evaluate the overall effectiveness of the admissions process and its effectiveness within programs.

Develop activities which increase enrollment of traditionally unrepresented groups within all programs.

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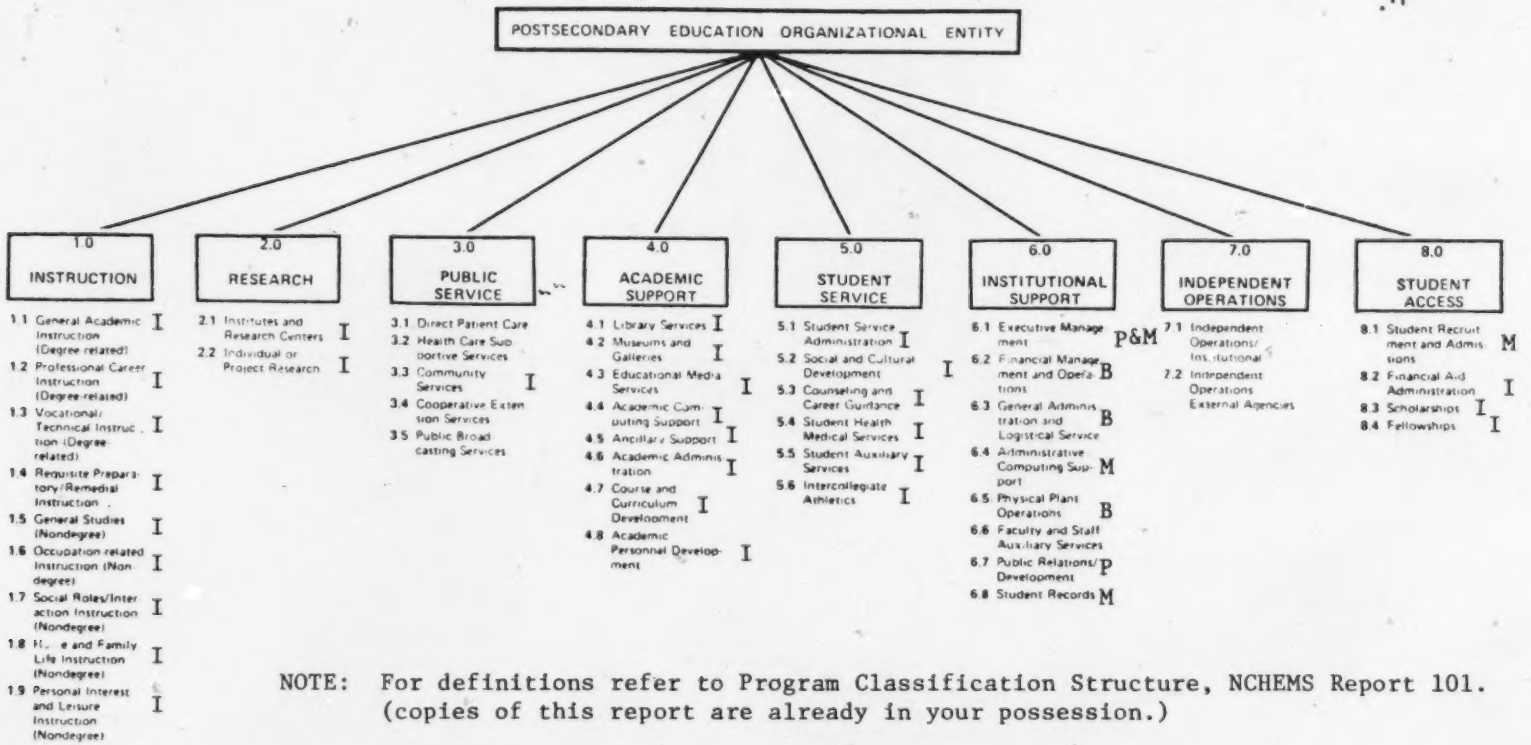
JUNIOR COLLEGES

I = Instruction
P = President's Area
B = Business Affairs
M = Management Systems, Planning & Research

REVISED PROGRAM CLASSIFICATION STRUCTURE


POSTSECONDARY EDUCATION ORGANIZATIONAL ENTITY
1.0 INSTRUCTION
1.1 General Academic Instruction (Degree related) I
1.2 Professional Career Instruction (Degree-related) I
1.3 Vocational/ Technical Instruction (Degree-related) I
1.4 Requisite Preparatory/Remedial Instruction I
1.5 General Studies (Nondegree) I
1.6 Occupation-related Instruction (Nondegree) I
1.7 Social Roles/Interaction Instruction (Nondegree) I
1.8 Home and Family Life Instruction (Nondegree) I
1.9 Personal Interest and Leisure Instruction (Nondegree) I
2.0 RESEARCH
2.1 Institutes and Research Centers I
2.2 Individual or Project Research I
3.0 PUBLIC SERVICE
3.1 Direct Patient Care
3.2 Health Care Supportive Services
3.3 Community Services I
3.4 Cooperative Extension Services
3.5 Public Broadcasting Services
4.0 ACADEMIC SUPPORT
4.1 Library Services I
4.2 Museums and Galleries I
4.3 Educational Media Services I
4.4 Academic Computing Support I
4.5 Ancillary Support I
4.6 Academic Administration I
4.7 Course and Curriculum Development I
4.8 Academic Personnel Development I
5.0 STUDENT SERVICE
5.1 Student Service Administration I
5.2 Social and Cultural Development I
5.3 Counseling and Career Guidance I
5.4 Student Health Medical Services I
5.5 Student Auxiliary Services I
5.6 Intercollegiate Athletics I
6.0 INSTITUTIONAL SUPPORT
6.1 Executive Management P&M
6.2 Financial Management and Operations B
6.3 General Administration and Logistical Service B
6.4 Administrative Computing Support M
6.5 Physical Plant Operations B
6.6 Faculty and Staff Auxiliary Services
6.7 Public Relations/ Development P
6.8 Student Records M
7.0 INDEPENDENT OPERATIONS
7.1 Independent Operations/ Institutional
7.2 Independent Operations External Agencies
8.0 STUDENT ACCESS
8.1 Student Recruitment and Admissions M
8.2 Financial Aid Administration I
8.3 Scholarships I
8.4 Fellowships I

NOTE: For definitions refer to Program Classification Structure, NCHEMS Report 101. (copies of this report are already in your possession.)

For ideas concerning outcomes and measures refer to Program Measures, NCHEMS Report 35. (call Management Systems, Planning & Research for copies of this report if not in your files.)